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To: APS Board of Education

From: Rico Munn, Superintendent

Date: June 22, 2021

Subject: End of Year Memo on 2020-21 COVID-19 Recovery Essential Expectations

In June, 2020, as part of its COVID-19 Recovery Plan for the 2020-21 school year, APS identified a set of Essential Expectations to define APS' foundational commitments for the 2020-21 school year in four areas: Academics, Social/Behavioral, Business Operations, and Physical/Structural. These Essential Expectations were designed to identify a set of commitments that APS was making to the community around its plans to return to learning for the 2020-21 school year following shifting to remote learning in March 2020 and in the midst of the COVID-19 pandemic.

The following memo provides an update on how APS executed on meeting those Essential Expectations throughout the 20-21 school year and provides progress monitoring data around outputs and outcomes that show the impact of those essential expectations. The information included in this report is based on a variety of regularly collected data, such as i-Ready diagnostic assessments, attendance, discipline, and staffing, as well as additional insights specifically collected in relation to COVID-19, such as two student surveys administered to students in grades 5-12 at the end of the first semester and end of the second semester,¹ as well as a survey of parents about their preferences for the following year.

¹ The survey taken in December 2020 received approximately 9,000 responses from students, while the May 2021 end of year student survey received responses from approximately 4,000 students

Academics

Essential Expectation	Summary of Key Implementation Steps	Progress Monitoring Outputs and Outcomes						
<p><i>Every student is engaged academically, every day.</i></p>	<ul style="list-style-type: none"> ● All students had the option to learn remotely throughout the year. APS adjusted the extent to which in-person options were available depending on Tri-County Health Guidance and APS Board of Education direction. ● Learning for students in grades K-8 occurred synchronously Monday-Thursday, whether students were remote or in-person. ● Learning was asynchronous and remote for all students on Fridays. During the fourth quarter, schools that were seeing low attendance on Fridays (below 80% of Monday-Thursday average daily attendance) developed and implemented plans to increase attendance and engagement. ● The status of in-person learning options was as follows: ● Elementary <ul style="list-style-type: none"> ○ August 18-October 9: Remote ○ Oct. 12-Oct. 23: A/B week M-Thursday ○ Oct. 26-Jan 15: Remote ○ Jan 19-Feb. 12: A/B week M-Th ○ Feb 16-May 27: In-person M-Th ● Middle School <ul style="list-style-type: none"> ○ August 18-October 9: Remote ○ Oct. 12-Oct. 23: A/B week 	<p><u>Student Access, Expectations and Engagement</u></p> <ul style="list-style-type: none"> ● Students indicated they knew what is expected of them when learning online (M-Th) with ~95% agreeing or strongly agreeing at mid-year (Dec. 2020) and 96% at the end of the year (May 2021) (COVID-19 APS Student Surveys). ● 92% of students indicated they knew what is expected of them when working by themselves (Fridays) on both the mid-year and end of year surveys (COVID-19 APS Student Surveys). ● 37% of families identified working independently on school work as an area for support for students; 40% identified it as a strength (APS Parent/Guardian Intent for 2021-22 Survey Results). ● 66% of students reported being frequently (always or often) engaged in their school work (End of Year survey), compared to 79% prior to the Pandemic (COVID-19 Student Survey, Dec. 2020) and 56% at mid-year, thus showing an increase in engagement over the course of the year. Engagement was higher amongst students who were mostly (78%) in-person compared to students who were mostly (51%) or completely remote (67%). ● 56% of families identified staying focused and interested in learning as an area for support the top area for support for students; 44% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). ● 61% of students indicated that they have an easier time participating in person. <p><u>Attendance</u></p> <p><i>Avg. Daily Attendance (ADA)</i></p> <p>Average daily attendance was lower over the course of the year than previously and lower on Fridays.</p> <ul style="list-style-type: none"> ● SY19-20 Full Year: 92.3% ADA ● SY20-21 Quarter 1: 88.29% ADA ● SY20-21 Quarter 2: 86.49% ADA ● SY20-21 Quarter 3: 87.58% ADA ● SY20-21 Quarter 4: 86.45% ADA <table border="1" data-bbox="863 1268 1564 1448"> <thead> <tr> <th></th> <th>Mon-Thursday ADA</th> <th>Friday ADA</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>89.4%</td> <td>85%</td> </tr> </tbody> </table>		Mon-Thursday ADA	Friday ADA	Q1	89.4%	85%
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	<p>M-Thursday</p> <ul style="list-style-type: none"> ○ Oct. 26-Jan 15: Remote ○ Jan 19-Feb. 12: A/B week M-Th ○ Feb 16-March 11: AA/BB M-Th ○ March 22-May 27: In-person M-Th <ul style="list-style-type: none"> ● High School <ul style="list-style-type: none"> ○ August 18-Jan 15: Remote ○ Jan 19-Feb 12: A/B week M-Th ○ Feb 16-March 11: AA/BB M-Th with in-person learning in the morning; afternoon block online for all students ○ March 23-May 27: Cohort A learns in-person in AM M-Th, remote in the afternoon; Cohort B learns remote in the AM M-Th, in-person in the afternoon ● High School student schedules were adjusted for the 20-21 school year. Students took two, three hour block classes each day for a period of 4+ weeks, rather than the more traditional seven period day. This change was made to meet the cohorting expectations established through public health guidance in Summer 2020. ● Exceptional Student Services (ESS) identified students for targeted in-person support based on Individual 	Q2	88.2%	81.4%																									
		Q3	88.9%	82.4%																									
		Q4	87.3%	82.9%																									
		<p>Comparing Remote v. In-person</p> <ul style="list-style-type: none"> ● Because Quarters 1-3 were either remote or hybrid primarily, the differentiation in attendance data between students who were remote and students who were in person is less meaningful. However, the following is the average daily attendance for students who were remote v. those who were learning in person during the fourth quarter when students could be in person everyday Monday-Thursday. ● Quarter 4 <ul style="list-style-type: none"> ○ Remote ADA=86.5% ○ In-Person ADA= 88.9% <p>Severely Chronic Absence</p> <ul style="list-style-type: none"> ● The percentage of students who are severely chronically absent, absent more than 20% of the time, increased particularly for students of color compared to previous years 																											
		<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>14%</td> <td>11.2%</td> <td>27.4%</td> </tr> <tr> <td>Native American</td> <td>15.2%</td> <td>10.6%</td> <td>29.7%</td> </tr> <tr> <td>Asian</td> <td>6.8%</td> <td>5.5%</td> <td>13.6%</td> </tr> <tr> <td>Black/African American</td> <td>14.9%</td> <td>10.9%</td> <td>23%</td> </tr> <tr> <td>Native Hawaiian</td> <td>19.8%</td> <td>19%</td> <td>48%</td> </tr> </tbody> </table>				18-19	19-20	20-21	Hispanic	14%	11.2%	27.4%	Native American	15.2%	10.6%	29.7%	Asian	6.8%	5.5%	13.6%	Black/African American	14.9%	10.9%	23%	Native Hawaiian	19.8%	19%	48%	
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	<p>Education Plans (IEPs) and provided support August-November, when most students were remote.</p> <ul style="list-style-type: none"> ● The Culturally and Linguistically Diverse Education (CLDE) department identified students for and provided targeted in-person support based on newcomer status and provided that in-person support from September-November, when most students were remote. ● Pre-K provided additional in-person support September 28-November 15, when most students were remote. <ul style="list-style-type: none"> ○ August 18-September 25: Remote ○ Sept. 28-Nov. 18: In-person M-Th ○ Nov. 20-Jan 15: Remote ○ Jan 19-May 27: In-person M-Th ● Kindergarten provided additional in-person support September 28-November 15, when most students were remote. <ul style="list-style-type: none"> ○ August 18-September 25: Remote ○ Sept. 28-Nov. 18: In-person M-Th ○ Nov. 20-Jan 15: Remote ○ Jan 19-Feb 12: A/B week M-Th ○ Feb 16-May 27: In-person M-Th 	<table border="1"> <tr> <td>White</td> <td>9.4%</td> <td>6.7%</td> <td>12.5%</td> </tr> <tr> <td>2+ Races</td> <td>14.2%</td> <td>1.8%</td> <td>21.5%</td> </tr> <tr> <td>Total</td> <td>13.2%</td> <td>10.3%</td> <td>23.8%</td> </tr> </table>	White	9.4%	6.7%	12.5%	2+ Races	14.2%	1.8%	21.5%	Total	13.2%	10.3%	23.8%			
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<p><i>Every student has equitable access to grade-level content, learning materials and necessary technology.</i></p>	<ul style="list-style-type: none"> Teachers continued to teach to grade level standards using content guides and APS Board of Education adopted standards aligned curriculum, regardless of whether students were learning in person or remote. APS purchased numerous virtual learning tools and resources for staff to be able to support remote and hybrid learning. Students kept laptops/tablets from spring 2020 for the 2020-21 school year. Additional devices were distributed in August 2020 and throughout the year as needed. Tech support continued to be available and repairs and replacements were made for devices that were not working. Families and schools were made aware of internet access opportunities; APS partnered with Comcast to sponsor families needing internet; APS is working with Verizon and T-Mobile to provide hotspots to families when needed. 	<p><i>Grade-Level Content</i></p> <ul style="list-style-type: none"> 42% of students indicated that their classes are frequently challenging at the end of the year, compared to 34% prior to the Pandemic and 53% at midyear (APS COVID-19 Student Surveys). 44% of families identified Math as an area for support for their student; 56% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). 45% of families identified Reading as an area for support for their student; 50% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). 32% of families identified Science as an area for support for their student; 42% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). 49% of families identified Writing as an area for support for their student; 41% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). 33% of families identified Social Studies as an area for support for their student; 36% identified it as a strength (Parent/Guardian Intent for 2021-22 Survey Results). <p><i>Learning Materials</i></p> <ul style="list-style-type: none"> Students indicated they have access to the following to help them learn remotely (APS COVID-19 Student Surveys): <ul style="list-style-type: none"> Materials (such as books, workbooks): Midyear-75%; EOY-73% Supplies (paper, pencils, art supplies): Midyear-81%; EOY-76% At mid-year, 83% of students indicated they have been able to access everything they need to get their school work done this year, compared to 90% prior to the Pandemic, however this number rose to 89% by the end of the year (APS COVID-19 Student Surveys). <p><i>Technology Access</i></p> <ul style="list-style-type: none"> Approximately 27,450 laptops and devices were distributed. At mid-year 90% of students indicated they often or always have a working device and this remained at 89% by the end of the year (APS COVID-19 Student Surveys). Over 600 hotspots were distributed to families. 5,628 letters, emails, and text messages sent to families to notify them about the Comcast partnership. 163 families actively subscribed to Comcast via APS sponsorship. At mid-year, 25% of students indicate they sometimes, rarely or never have internet that allows them to access remote learning, with this increasing to ~29% on the end of year survey; at mid-year, 75% indicated they have internet access always or often and 71% at the end of the year (APS COVID-19 Student Surveys). 61% of families identified using technology to learn as a strength for their students--

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		<p>the greatest strength identified; 28% identified it as an area for support (Parent/Guardian Intent for 2021-22 Survey Results).</p> <p><i>Enrollment in Remote v. In-Person Model for Q3 and Q4</i></p> <ul style="list-style-type: none"> ~35% of students remained remote for the second semester when students had the option to return to in-person learning. 										
<p><i>There will be formative and summative evaluation or monitoring for progress for each student and provided learning opportunities in response to that.</i></p>	<ul style="list-style-type: none"> Schools administered i-Ready Math and Reading Diagnostics during three assessment windows thus far in September; December-January; and April-May. Students were able to take these assessments whether in-person or remotely. Schools continued to administer interim/common formative assessments, with three windows occurring in September, November, and February. Three DDI days occurred virtually to allow teachers to review interim data and plan for learning opportunities in response to that data. 	<p><u>I Ready</u></p> <ul style="list-style-type: none"> 20-21 Reading Overall Placement <ul style="list-style-type: none"> The following table uses the Standard view of the i-Ready diagnostic and thus provides the percentage of students within each i-Ready assessment Tier for the past four years and for each window (beginning of the year, mid-year, and end of year). A student in Tier 1 is on grade level, Tier 2 is one grade below and Tier 3 is two grade levels below. The years represent different sample sizes, as reading was not required in all schools until 2020-21. Additionally, administration of the assessments occurred under different circumstances in 2020-21, with most students taking the first two diagnostics at home and a third diagnostic having some students taking it at home or at school. Thus students may have had different levels of support. Over the course of the 20-21 school year, on reading, the percentage of students in Tier 1 and thus on grade level continued to increase, while the percentage of students more than one year below grade level continued to decrease, thus showing that students continued to make progress over the course of the year. Looking at diagnostic performance year over year, the percentage of Tier 1 students did increase 2.7 percentage points over 2018-2019 (a 2-year period), although this was only slightly more improvement in the percentage of students on grade level as had occurred between the 17-18 and 18-19 school year (+2.5 percentage points over a 1-year period). Preliminarily, this suggests that students did not demonstrate as much learning in reading as might have been normally expected in a non-pandemic year where learning was not disrupted. However, overall, a greater level of students meeting grade-level standards expectations over time as indicated by more students in Tier 1 and fewer students in Tier 3 in reading. Additional information will be available during the 2021-22 school year when there is more consistent assessment administration and additional data to be gathered. <table border="1" data-bbox="913 1339 1648 1450"> <thead> <tr> <th>Tier</th> <th>Year</th> <th>Diagnostic 1 BOY</th> <th>Diagnostic 2 MY</th> <th>Diagnostic 3 EOY</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td>20-21</td> <td>24.2%</td> <td>28.6%</td> <td>35.8%</td> </tr> </tbody> </table>	Tier	Year	Diagnostic 1 BOY	Diagnostic 2 MY	Diagnostic 3 EOY	Tier 1	20-21	24.2%	28.6%	35.8%
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			19-20	16.8	26.2	N/A
			18-19	15.4	24.7	33.1
			17-18	13.9	30.7	30.6
		Tier 2	20-21	32.5	29.1	30.0
			19-20	30.1	32.2	N/A
			18-19	33.3	33.0	29.3
			17-18	32.8	32.7	30.9
		Tier 3	20-21	43.3	42.3	34.2
			19-20	53.1	41.6	N/A
			18-19	51.3	42.3	37.5
			17-18	53.3	36.6	38.6
		<ul style="list-style-type: none"> ● 20-21 Math Overall Placement <ul style="list-style-type: none"> ○ The following table uses the Standard view of the i-Ready diagnostic and thus provides the percentage of students within each i-Ready assessment Tier for the past four years and for each window (beginning of the year, mid-year, and end of year). A student in Tier 1 is on grade level, Tier 2 is one grade below and Tier 3 is two grade levels below. ○ The years represent different sample sizes, as math was not required in all schools until 2020-21. Additionally, administration of the assessments occurred under different circumstances in 2020-21, with most students taking the first two diagnostics at home and a third diagnostic having some students taking it at home or at school. Thus students may have had different levels of support. ○ Over the course of the 20-21 school year on math, the percentage of students in Tier 1 and thus on grade level continued to increase, while the percentage of students more than one year below grade level continued to decrease, thus showing that students continued to make progress over the course of the year. ○ Looking at diagnostic performance year over year and before v. during the pandemic, the percentage of Tier 1 students declined by 4.1 percentage points since 2018-2019, an increase in the percentage of students in Tier 2 and a slight increase in the percentage of students in Tier 3. Preliminarily, this suggests that students did not demonstrate as much learning in math as might have been normally expected in a non-pandemic year where learning was not disrupted. However, overall, a greater level of students meeting grade-level standards expectations over time as indicated by more students in Tier 1 and fewer students in Tier 3 in math. ○ Additional information will be available during the 2021-22 school year when 				

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<p>Students will have access to both core academic subjects and enrichment learning opportunities (e.g., electives, specials).</p>	<ul style="list-style-type: none"> Schools continued to offer electives or specials classes, even in a virtual setting. Students provided supplies, such as art supplies, and other resources for at home learning. 	<ul style="list-style-type: none"> APS was able to ensure that art, music and PE was offered at 100% of APS comprehensive schools. 																																																																																																																																																																																																																										
<p>Resources and supports will be available to implement the</p>	<ul style="list-style-type: none"> Tight and Flexible expectations established for remote and in-person learning for principals, teachers, support, APs/Deans/TOSAs. 	<p>Student Supports and Resources</p> <ul style="list-style-type: none"> At mid-year, 84% of students indicated they have the support to succeed in their classes, with that number increasing to 86% at the end of the year (APS COVID-19 Student Surveys). 																																																																																																																																																																																																																										

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<p><i>academic program.</i></p>	<ul style="list-style-type: none"> ● Content guides were available for teachers. ● APS purchased additional digital resources for teachers to use during virtual instruction. ● APS offered professional learning on virtual tools to staff over the summer, during August, and ongoing throughout the year. ● APS offered courses to staff prior to the start of school on Culture and Climate, the Neurosequential Models of Education, and Digital Education Strategies. ● APS provided identified strategies to support teachers in teaching in a hybrid environment. ● Teaching Partners continued to provide job-embedded professional learning to teachers at the school level through coaching. 	<p><i>Staff Supports and Resources</i></p> <ul style="list-style-type: none"> ● 60% of teachers agreed that the hybrid learning strategies supported planning for hybrid learning (Hybrid Teaching Survey from DDI Day, Dec. 2020). ● 58.2% of teachers agreed the hybrid learning website supported planning for hybrid learning (Hybrid Teaching Survey from DDI Day, Dec. 2020). ● 76.1% of teachers agreed that the technology available supported hybrid learning (Hybrid Teaching Survey from DDI Day, Dec. 2020). ● Participant Feedback on Summer Professional Development included: <ul style="list-style-type: none"> ○ Neurosequential Models of Education: Of the 3700 survey respondents, 87% indicated that the course advanced their ability to impact student learning and increased their professional knowledge. ○ Digital Education Strategies: Of the 964 survey respondents, 86% indicated that the course advanced their ability to impact student learning and 87% that it increased their professional knowledge. ○ Culture and Climate: Of the 1,509 survey respondents, 85% indicated that the course advanced their ability to impact student learning and 83% that it increased their professional knowledge.
		<ul style="list-style-type: none"> ● During Semester 1, <ul style="list-style-type: none"> ○ 252 professional learning courses were offered, including 81 courses related to educational technology and technology and 120 available in an asynchronous format. ○ 4,300 staff members participated taking a total of 39,000 course registrations. ○ 89% of survey respondents on the Ed Tech/Tech courses indicated these courses <ul style="list-style-type: none"> ▪ Increased their ability to impact student learning ▪ Increased their Professional Knowledge ● At the January In-service Day: <ul style="list-style-type: none"> ○ 120 courses, ranging from 1-3 hours were offered. ○ 2,225 unique staff participated in an average of approximately 3 courses each for a total of 12,600 course registrations. <p>Between August 24, 2020 and February 2, 2021, Teaching Partners have provided 2,465 hours of individual or team coaching to educators.</p>

Social/Behavioral

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<p><i>All APS students and staff have access to social/behavioral supports.</i></p>	<ul style="list-style-type: none"> ● APS continued to provide students with behavioral supports, regardless of remote or in-person. ● All schools had behavioral health staff to support students. ● APS’ Employee Assistance Program continued to provide supports to staff. ● APS has also partnered with Meru Health for additional behavioral health support. ● APS Wellness Team has continued to expand support and offerings for staff in light of the Pandemic. ● APS is offering free access to Aurora Parks and Recreation centers for APS staff from May 2021 for a full year. ● APS frequently reminded staff and families of these behavioral health supports. ● Teachers received training on developing a positive remote climate and culture at the beginning of the year. ● All elementary, middle, K-8s and high schools have at least one Aurora Mental Health Provider. 	<p>Student Supports</p> <ul style="list-style-type: none"> ● At mid-year, 83% of students indicated that they knew where to get support with their feelings and 81% of students at the end of the year (APS COVID-19 Student Surveys), Dec. 2020). ● Comparing how often students are being checked in with about their feelings and how often they want to be checked in on, students felt they were being checked on as often as they wanted to be (APS COVID-19 Student Survey, Dec. 2020). ● Behavioral Health Services at Aurora SBHCs had over 150% increase this year (through most recent date available) <p>Student Social-Emotional Wellbeing</p> <ul style="list-style-type: none"> ● At the end of the year 37% of students reported feeling alone more than half the time over the last two weeks when asked, compared to 28% prior to the pandemic and 44% mid-year (APS COVID-19 Student Surveys). ● At the end of the year 48% of students reported feeling stressed more than half the time over the last two weeks, compared to 34% prior to the pandemic and 50% at mid-year (APS COVID-19 Student Surveys). ● At the end of the school year, 63% of students reported feeling happy more than half of the time over the last two weeks, compared to 66% prior to the pandemic and 62% at mid-year (APS COVID-19 Student Surveys). ● At the end of the school year, 72% of students reported feeling calm more than half of the time over the last two weeks, compared to 73% prior to the pandemic and 55% at mid-year (APS COVID-19 Student Surveys) ● 16% of students indicated that they had “seen students from [their] school be bullied, teased, or picked on online” (COVID-19 Student Survey, Dec. 2020). ● 44% of families identified taking care of their emotional health and well-being as a strength for their students; 38% identified it as an area for support (Parent/Guardian Intent for 2021-22 Survey Results). ● 52% of families identified knowing when to ask a teacher for help as a strength for their students; 47% identified it as an area for support (Parent/Guardian Intent for 2021-22 Survey Results). ● There was a sharp decline in suspensions and referrals, with significantly fewer during the 2020-21 school year.

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<i>Every student has a meaningful adult connection in the district.</i>	<ul style="list-style-type: none"> Teachers received training on developing a positive remote climate and culture at the beginning of the year. Teachers and schools developed different ways to connect with their students. 	<p><u>Student-Adult Connections</u></p> <ul style="list-style-type: none"> At both mid-year and end of year, 89% of students indicated that their teachers really care about them (APS COVID-19 Student Surveys). At mid-year, 60% indicated they have never talked to an adult at school about something that was bothering them this year, by the end of year that number lowered slightly to 58% (APS COVID-19 Student Surveys). In previous school years, this was typically around 49%. Approximately 46% indicated they have never talked to an adult at school about something outside of school that is important to them at both mid-year and end of year (APS COVID-19 Student Surveys). In previous school years this was typically around 54%. Over 1/3 of high school students identified as a challenge of block scheduling “being able to develop relationships with teachers or students” (COVID-19 Student Survey, Dec. 2020). 53% of families identified staying connected with classmates and teachers as a strength of their students; 42% identified it as an area for support (Parent/Guardian Intent for 2021-22 Survey Results).
<i>Every learning environment (classroom, grade level, school, etc.) has an intentional student-centric culture, such as continuing or developing new traditions, celebrations, and rites of passage.</i>	<ul style="list-style-type: none"> Teachers were trained on developing a positive remote climate and culture at the beginning of the year. Schools hosted virtual and drive-thru back to school events. Schools have continued to find creative ways to host conferences or virtual events to engage their students and communities. 	<p><i>This is occurring primarily at the individual school level.</i></p> <ul style="list-style-type: none"> 53% of families identified staying connected with classmates and teachers as a strength of their students; 42% identified it as an area for support (Parent/Guardian Intent for 2021-22 Survey Results).
<i>APS will support families' understanding of their role in how to be directly involved in their student's</i>	<ul style="list-style-type: none"> APS Parent Playbook was developed and launched to provide one stop for families; Chalktalks available through Parent Playbook to communicate with APS. Remote Learning website provided 	<ul style="list-style-type: none"> 7 Chalk Talks hosted for parents Nearly 7,000 views on the Parent Playbook since August 2020 <p><u>Survey Participation Over Time</u></p> <ul style="list-style-type: none"> APS Parent/Guardian survey participation ranged - about 15% (N = 3,479) on the Community Survey (administered in the winter), 26% (N = 5,655) on the Recovery

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<i>education.</i>	<p>support for families.</p> <ul style="list-style-type: none"> • APS provided all schools access to Talking Points, which provides two-way, multilingual texting between schools and families. • Parents received regular ongoing communication from the district and individual schools on state of the district, COVID response, and other information. • The expectation was set that teachers and schools communicate weekly with families. • APS continued to provide information to families in its top 10 languages. • Numerous surveys administered to families around return to in person learning and anticipated plans for the 21-22 school year including student strengths and challenges. 	<p>Plan Survey (summer 2020), and 39% (N = 8,936) on the 2021-22 Intent Survey (administered in spring)</p> <ul style="list-style-type: none"> • With the increased participation, we still only saw a relatively small response rate with languages other than English and Spanish -- all surveys this year had less than 2% of respondents from other languages compared to over 6% of our APS community speaking the top 10 other languages

Business Operations

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<i>Managed within new fiscal parameters.</i>	<ul style="list-style-type: none"> • APS received state and federal CARES funding to support its response to COVID-19. • APS Board readopted budget for 2020-21 school year. • APS continues to monitor budget and costs given fluctuations in enrollment. 	
<i>APS will continue to acquire, develop</i>	<ul style="list-style-type: none"> • APS has continued to recruit, hire, and onboard staff. 	<p>Staff Absence Rate 2020 (2019-20 comparison)</p> <ul style="list-style-type: none"> • August 2020: 1.7% (5.7%)

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<p><i>and utilize talent.</i></p>	<ul style="list-style-type: none"> • APS provided schools additional resources and support to hire Classroom Monitors through agreements for services. Classroom Monitors provided additional staff capacity needed given absences and quarantines. • APS launched a system to have district level staff serve as on-call support for schools as an additional level of staffing support should a school be in a particularly challenging situation. • APS delayed the start of school by one week for students to allow time for planning and preparation for the new remote learning model. 	<ul style="list-style-type: none"> • September 2020: 3.7% (7.6%) • October 2020: 6.4% (6.6%) • November 2020: 4.4% (7.6%) • December 2020: 3.5% (6.3%) • January 2021 (2020): 4.9% (7.8%) • February 2021 (2020): 3.0 % (8.5%) • March 2021 (2020): 6.9% (4.5%) • April 2020 (2020): 11% (2%) • May 2020 (2020): 11% (2%) <p>Overall Sub Fill Rates</p> <ul style="list-style-type: none"> • August 2020 (2019): 100% (84.2%) • September 2020 (2019): 89.7% (78.4%) • October 2020 (2019): 72.8% (79.2%) • November 2020 (2019): 84.5% (80.6%) • December 2020 (2019): 95.3% (86.9%) • January 2021 (2020): 79% (84.6%) • February 2021 (2020): 72.61% (78.5%) • March 2021 (2020): 73.73% (85.6%) • April 2020 (2020): 69.26% (85.6%) • May 2020 (2020): 72.32% (100%) <p>Teaching Substitute Fill Rates</p> <p>Substitute fill rates for the first semester were better than the previous year, likely due to learning occurring remotely. Sub fill rates declined over the course of the second semester, when most learning was in person.</p> <ul style="list-style-type: none"> • August 2020 (2019): 100% (88.6) • September 2020 (2019): 94.5% (80.6) • October 2020 (2019): 83.3% (81.2) • November 2020 (2019): 95% (79) • December 2020 (2019): 98.2% (85) • January 2021 (2020): 83.41% (84) • February 2021 (2020): 76.091% (77.2) • March 2021 (2020): 77.77% (83.3) • April 2021 (2020): 73.91% (100) • May 2021 (2020): 75.08% (100) <p>Teacher Retention</p>

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
		<ul style="list-style-type: none"> ● Semester 1 2020: 98.62% ● Semester 2 2020: 88.86% <p style="text-align: right;"> <ul style="list-style-type: none"> Semester 1 2019: 98.58% Semester 2 2019: 93.50% </p> <p><u>Classroom Monitors</u></p> <ul style="list-style-type: none"> ● 113 classroom monitors were hired across 42 schools to provide additional staffing capacity in response to quarantines and increased staffing needs during the pandemic. <p><u>Staff Input and Feedback</u></p> <ul style="list-style-type: none"> ● Staff survey participation rates in surveys were lower than we typically see for the annually administered climate and culture surveys <ul style="list-style-type: none"> ○ Licensed: 46-59% in 20-21 (compared to 68-78% in 19-20) ○ Admin/PT Survey: 37-51% in 20-21 (compared to 65-81% in 19-20) ○ Classified Survey: 24-38% in 20-21 (compared to 41-51% in 19-20) <p><i>Data on talent growth and development related to professional learning and coaching is included under the academic section under supports and resources.</i></p>
<i>All staff members have clear expectations for executing their responsibilities and the support and resources to carry out these responsibilities.</i>	<ul style="list-style-type: none"> ● Staff were provided guidance on working and managing remotely. ● A “Tight and Flexible” document for remote learning was created and disseminated to communicate expectations of school based staff. ● Staff were provided information and opportunities to request and be granted workplace accommodations. 	<p><i>Staff Working Remotely due to Medical Vulnerabilities (Fall Semester)</i></p> <ul style="list-style-type: none"> ● Admin/PT: 1% ● Classified: 2% ● Licensed: 8% ● Total: 5%
<i>Students continue to have access to breakfast and lunch to those eligible under federal feeding programs.</i>	<ul style="list-style-type: none"> ● During the first semester, APS provided grab-n-go meals (breakfast, lunch, supper) Monday-Friday for all students, regardless of eligibility for free-or reduced price lunch, that are remote and in person. Friday meals also include Saturday and Sunday meals. APS 	<p><i>Student Meals (Breakfast, Lunch, Supper) Distributed</i></p> <ul style="list-style-type: none"> ● August 2020: 92,101 ● September 2020: 347,769 ● October 2020: 542,526 ● November 2020: 490,462 ● December 2020: 417,862 ● January 2021: 519,438 ● February 2021: 707,445

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
	<p>set up 47 sites throughout the district and evening pickup locations also at most high schools.</p> <ul style="list-style-type: none"> • APS continued to provide meals over the holidays. • During the second semester, as students returned to in-person learning, meals were available for both remote students and students learning in person. 	<ul style="list-style-type: none"> • March 2021: 799,922 • April 2021: 900,467 • May 2021: 878,063 • Current Total: 5,695,055 • March 2020-May 2021: ~7.7 million meals <p>~42% of student respondents reported getting meals from school and ~48% of FRL students, although many students did not know (COVID-19 Student Survey, Dec. 2020)</p>
<p><i>District will continue to engage partners to support the provision of basic human needs for students.</i></p>	<ul style="list-style-type: none"> • APS partnered with the City of Aurora, Rocky Mountain Kids and YMCA to offer school day care for students during remote learning, with priority to students of staff, as well as asynchronous Fridays, once in person learning was available. • During the second semester, APS maintained four remote learning centers with partners for Friday and one center with Aurora Parks and Recreation. • APS has partnered with several health providers to offer vaccine clinics for students that were eligible under the FDA emergency authorization. • With philanthropic support via the APS Foundation and numerous partners, APS was able to provide not just meals for APS students but also adults during this challenging time. 	<p>School Day Care</p> <ul style="list-style-type: none"> • During the first semester, 9 remote learning school day care sites with capacity to serve 315 students across these sites per week were opened; 196 students attending per week filling 62% of capacity (based on first semester). • During the second semester, when learning was available in person, these remote learning sessions were transitioned to four locations with APS partners, with approximately 130 students across all four locations. Schools were able to implement before school care and after school programming. for students in grades K-5.
<p><i>All staff and students can access district services.</i></p>	<ul style="list-style-type: none"> • District services have adjusted to virtual or through appointment in the case where they must occur in person and Tri-County Health Guidance requires limited capacity 	

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
	and/or distancing.	
<i>APS will continue to ensure delivery of materials and resources, as needed.</i>	<ul style="list-style-type: none"> • APS Warehouse has continued to remain open to receive and deliver resources as needed 	

Physical Structural

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
<i>APS will work to maintain safe and healthy learning or work environments.</i>	<ul style="list-style-type: none"> • Building Health and safety protocols were established, training provided, and implemented aligned with Tri-County Health guidance. These protocols were regularly updated as new guidance was released. • Protocols were developed and implemented for responding to positive cases, exposures. • Daily COVID Response IRTs were conducted to identify next steps on quarantining and or exposures. • Cleaning procedures for schools and offices were identified and communicated. • Cleaning materials were provided for all rooms. • Space utilization was identified and communicated. • Protective materials were installed in spaces accessed by the public. • COVID Testing was made 	<p><u>Health and Safety In Buildings</u></p> <ul style="list-style-type: none"> • More than two weeks of PPE supplies were ensured for all staff throughout the year. • At the end of the year 94% of students who attended school in person felt their school was trying to keep them safe from COVID, fairly consistent with the 93% reported at mid-year (APS COVID-19 Student Surveys). • 100% of buildings indicated readiness on readiness checklist. • 15,376 hours of Emergency Paid Sick Leave (EPSL) provided to 331 APS employees April-December 2020 as required by the Families First Coronavirus Response Act; approximately 7,742 hours of EPSL were provided to 183 APS employees between January 1, 2021 and May 31, 2021 under the Colorado’s Health Families and Workplaces Act. • 16% of students indicated that they had “seen students from [their] school be bullied, teased, or picked on online” (COVID-19 Student Survey, Dec. 2020). • COVID transmission rates (associated with in-school contacts) were less than 0.1% throughout the school year. <p><u>Health and Safety When Learning Remotely</u></p> <ul style="list-style-type: none"> • 93% of students agreed or strongly agreed they had a safe place to be when learning remotely at mid-year, and this remained high at 91% at the end of the year (APS COVID-19 Student Surveys). • Aurora School Based Health Clinics (SBHCs) are on-track to have taken care of as many patients this year compared to last year. <p><u>COVID Tests Administered to Staff via COVID Check Colorado (Positivity Rate)</u> Staff Testing participation through COVID Check peaked in November with a gradual</p>

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
	<p>available to all staff.</p> <ul style="list-style-type: none"> ● Building Readiness checklist created so schools had clear expectations and could be sure they were ready to implement health and safety protocols. ● Each school established COVID Response Team to manage health issues that arose. ● All schools were provided KN95 masks and additional masks for students, and, as needed, face-shields. ● APS implemented a testing procedure for all participants in athletics. ● APS partnered with numerous health providers to provide access to APS staff to vaccinations. ● APS held a staff vaccination information session. 	<p>decline in 2021, likely in alignment with staff being eligible for vaccinations. Positivity rates also peaked in the November/December time frame with a high percentage anomaly reported in April.</p> <ul style="list-style-type: none"> ● 8/24 to 9/6 Window: 861 (~.1%) ● 9/7 to 9/20 Window: 995 (≈0.80%) ● 9/21 to 10/4 Window: 1172 (≈ 0.60%) ● 10/5 to 10/18 Window: 1737 (≈ 1.55%) ● 10/19 to 11/1 Window: 1725 (≈ 2.14%) ● 11/2 to 11/15 Window: 1749 (≈ 3.14%) ● 11/16 to 11/29 Window: 1499 (≈3.00%) ● 11/30 to 12/13 Window: 1198 (≈3.92%) ● 12/14 to 12/27 Window: 1072 (≈2.71%) ● 12/28 to 1/10 Window: 1008 (≈3.37%) ● 1/11 to 1/24 Window: 1153 (≈2.17%) ● 1/25 to 2/7 Window: 1,248 (≈1.36%) ● 2/8 to 2/21 Window: 803 (≈0.75%) ● 2/22 to 3/7 Window: 804 (≈1.24%) ● 3/8 to 3/21 Window: 403 (≈1.24%) ● 3/22 to 4/4 Window: 426 (≈1.17%) ● 4/5 to 4/18 Window: 475 (≈2.74%) ● 4/19 to 5/2 Window: 434 (≈4.38%) ● 5/3 to 5/16 Window: 332 (≈1.51%) ● 5/17 to 5/30 Window: 217 (≈1.38%) ● All Windows Total: 19311 (≈2.06%)
<p><i>Every student has access to a safe and healthy APS learning environment.</i></p>	<ul style="list-style-type: none"> ● Transportation was made available for students eligible for transportation at all grade levels. ● Transportation provided for students receiving targeted in person supports, such as newcomer students, when APS was primarily remote. ● Regular training for transportation staff around health and safety protocols. ● Transportation and bus safety 	<p><u>Health and Safety in Transportation</u></p> <ul style="list-style-type: none"> ● At both mid-year and the end of the year, 88% of students who rode the bus agreed or strongly agreed that their bus driver was trying to keep them safe from COVID (APS COVID-19 Student Surveys).

Essential Expectation	Summary of Key Inputs (Action Steps & Resources)	Progress Monitoring Outputs and Outcomes
	<p>protocols established and implemented aligned with guidance from Tri-County Health.</p>	
<p><i>Community identified priorities for construction/improvements will continue as funded and directed by the Board of Education.</i></p>	<ul style="list-style-type: none"> ● APS continued construction and improvement projects for Virginia Court, planning for East remodel, final needs for Harmony Ridge P8, and preparations around Blueprint APS. ● APS moved forward with plans to build a new school on the site of Lyn Knoll Elementary and also a new school in the northeastern portion of the district. 	